

Food Preparation and Nutrition – Curriculum Overview

Key stage 2 (primary school) knowledge

- Understand and apply basic principles of a healthy eating
- Be able to identify a range of ingredients and its provenance
- Demonstrate correct use of basic hand-held equipment
- Recognise good personal hygiene practises
- Demonstrate working in a safe manner
- Follow a basic recipe to produce simple dishes.
- Follow correct procedures for washing and drying equipment
- Prepare and cook dishes using different cooking techniques

Key skills/content requirements at GCSE- level 2

Understand the environment of a kitchen ▪ Understand how Food preparation and nutrition operates within the kitchen ▪ Understand how food preparation and nutrition provision meets health and safety requirements	▪ Know how food can cause ill health ▪ Know how food has travelled to their plate	▪ Understand the importance of nutrition when planning menus ▪ Understand menu planning ▪ Be able to cook dishes
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Year 7

The Year 7 Food Technology carousel introduces students to the essential foundations of working confidently and safely in the kitchen. Its purpose is to help them build early practical skills such as knife skills, using the hob, and operating the oven, while developing an understanding of key kitchen safety routines that protect themselves and others. This rotation marks the beginning of students gaining cooking skills for life, encouraging independence and competence. Alongside practical work, students explore healthy eating, learning how to make balanced food choices using tools such as the Eatwell Guide and the 8 tips for healthy eating, helping them understand how diet supports long-term health and wellbeing.

Year 8

The Year 8 Food Technology carousel builds directly on the core practical skills developed in Year 7, moving students toward more confident, independent cooking. Practical work becomes more advanced through a ‘from scratch’ approach, where students prepare every element of a dish themselves, strengthening their technique and deepening their understanding of ingredients. Key kitchen practices such as safe knife use, hob control, and oven management continue to be refined, alongside a strong emphasis on kitchen safety. Healthy eating is revisited in greater depth, with students exploring macronutrients, micronutrients, and diet related health, helping them understand how food choices impact long-term wellbeing.

Core content for rotation	Practicals	Key terms	Core content for rotation	Practicals	Key terms
Healthy eating • The Eatwell guide and 8 Tips for healthy eating • Importance of water • What a balanced diet looks like Kitchen Safety • Kitchen Hazards • Personal Hygiene • Knife safety • Using the hob • Using the oven	Fruit Salad Fruit Smoothie Fairy Cakes Pancakes Pitta Pizza Pasta Salad Veggie Sushi Fruity Flapjacks Pizza Wheels Egg Bites Tuna & Broccoli Pasta	The Eatwell Guide 8 Tips for Healthy Eating Diet Hydration Dehydration Nutrients Hygiene Cross-Contamination	Healthy Eating • Macronutrients • Micronutrients • Staying Hydrated • Food labels • The Eatwell Guide • Diet Related Illness Kitchen Skills • Making Pastry • Making Jam • Making a Dough • Making a Sauce • Sensory Analysis • Piping • Skills showcase	Pizza • Marinara • Pizza dough Apple Turnover • Pastry • Apple Sauce Mini Victoria Sponge • Jam • Sponge Skills Showcase	Nutrients Macronutrients Micronutrients Lamination Reduction Obesity Body-Mass Index Energy Balance

	Autumn term	Spring term	Summer term	Practicals	Key terms
Year 9	- Strengthen Eatwell Guide knowledge to deepen understanding of healthy eating - Explore what a balanced diet looks like in practical, meaningful ways - Build confidence in making informed food choices that support long-term health and wellbeing	- Learn core scientific principles that explain how and why ingredients change during cooking - Build early food science knowledge to support more technical learning later on - Prepare for Year 10 by developing a smoother transition into theory based GCSE content - Strengthen confidence for those choosing GCSE Food Preparation and Nutrition	- Learn the basics of food production, including how ingredients are grown, sourced, and processed - Understand where food comes from and why different production methods matter - Build foundational knowledge that supports more technical, theory-based learning in Year 10 - Prepare confidently for those choosing GCSE Food Preparation and Nutrition	Pizza Sticky Chicken Spring Rolls Gingerbread Mini sponge cakes Roux Sauce Cheesecake Chicken Skewers Ice Cream	Healthy Eating Eatwell Guide Diet-Related health Balanced diet Dextrinization Gelatinisation Primary Processing Secondary Processing Food Provenance
Year 10	- Understand UK healthy eating principles and how they guide balanced food choices - Explain macro- and micronutrients and describe the specific roles each nutrient plays in the body - Recognise the link between diet, lifestyle, and health, including the consequences of poor dietary choices	- Explain the factors influencing food choice, including personal preference, health, cost, culture, and lifestyle - Apply this knowledge to menu planning for individuals with specific dietary requirements - Understand cultural and religious influences on food choice and how they shape eating habits	- Understand bacterial and microbial risks when buying, storing, and preparing food - Apply safe preparation, cooking, and storage practices to prevent contamination - Identify signs of food spoilage and explain the risks of food poisoning - Complete Mock NEA 1 and Mock NEA 2, gaining familiarity with the	Throughout the year students will complete a range of practicals aimed at building their complex skills in readiness for the practical exam in year 11, skills included in these	Macronutrients Micronutrients Sensory analysis Coagulation Emulsification Organoleptic qualities Allergens

	- Understand the role of science in cooking and explain key reactions that occur during food preparation - Carry out sensory analysis, understanding its purpose and evaluating results from their own sensory trials	- Interpret food labels accurately and explain why this information is important for consumers - Explain food provenance and processing, including the difference between primary and secondary processing with clear examples	structure and expectations of Year 11 coursework Reassess weaker knowledge areas to ensure strong, secure understanding across the full curriculum	practicals are: Pastry, Jam, Pasta, Sauce, Choux buns, Caramel, Bread, Meringue and more	Intolerances Food Processing Food Choice Culture & Religion Excess & Deficiency
Year 11	Non-Exam Assessment 1 - A short, focused food-science investigation. Its purpose is to assess how well students understand the scientific principles of cooking and how ingredients behave under different conditions. Students are given a brief (for example, investigating how different raising agents work or how sugar affects the texture of a product) and must carry out practical experiments, record results, analyse what happened, and explain the science behind it. Worth 30 marks of students overall GCSE grade	Non-Exam Assessment 2 The main practical assessment where students showcase their full range of cooking skills. It involves responding to a brief set by the exam board — for example, creating dishes for a specific dietary need, culture, or occasion — and developing a three-course menu that meets the requirements. Students research, plan, trial recipes, and then complete a three-hour practical exam where they cook their final dishes Worth 70 marks of students overall GCSE grade	Revision - Targeted revision aimed at preparing students for their final GCSE exam. Revisiting weaker areas, practising exam-style questions, and applying knowledge to real examples so students feel confident and fully prepared for the written exam.		

GCSE/ level 1 – 9 external exam

GCSE AQA FPN exam uses level 1 – 9 with level 9 being the highest

The assessments are comprised of the following components:

- NEA 1 15% of final grade to be started in Autumn 1 Year 11
- Nea 2 35% of final grade to be started in Autumn 2 year 11
- Written examination worth 50% of the final grade to be sat at the end of Year 11.

SMSC in food and catering

In design technology social, moral, spiritual and cultural is developed in a number of ways. We teach our students to think about the impact of their designing and making on the environment, people and the wider world. We teach our students about the importance of the 3 R's and sustainability to encourage them to think about their responsibility as part of the future generation. Students are expected to demonstrate high standards of behaviour and encourage their peers to do the same to develop a sense of social responsibility and respect. Respect and positivity is encouraged through the process of peer evaluation of each other's work. Within lessons we encourage students to take and give criticism positively and to verbally explain their thoughts in a respectful and positive way. We encourage students to take chances within their work taking inspiration from the wider world and enjoying the process of developing and manufacturing functioning products which reflect the personality and style of each individual student.

Spiritual development in food and catering

Spiritual development and self-belief is of high importance in design and technology. The creative designing and making process inspires students to bring out their hidden talents, which helps all students with self-confidence and belief in their own abilities. Our students are taught how to investigate products, aesthetic and functional, past and present and examine how they affect the quality of our daily lives. They are encouraged to develop their thinking skills and explore the wider world and use this inspiration when developing their own design ideas

Moral development in food and catering

In design and technology we try to develop a sense of 'moral conscience in our students. We teach students to consider the wider impacts on the environment when designing and making new products, and encourage them to think about their chosen materials and components and whether they are taking into account sustainability and the environmental impact of their design choices. The 3 R's are frequently discussed throughout the designing and making process. Within the lessons pupils are expected to show respect to others and take responsibility for their own actions and encourage others to do the same.

Social development in food and catering

As part of the student's social development within design technology we encourage students to accept responsibility for their behaviour and the safety of others by enforcing clear expectations which in turn provides our students with a safe, secure and structured learning environment. We encourage team and pair work to help build mutual respect and to be accepting of each other's strengths and weaknesses. We encourage our students to take part in self and peer evaluation, which allows students to give their opinions and to give and accept constructive criticism as a way to improve their outcomes.

Cultural development in food and catering

Within design technology students are taught to consider that all their design work should be sensitive to needs and beliefs of different cultural backgrounds or groups of people, ensuring all imagery, text and products produced will not be deemed as being offensive. Students are given opportunities to use the work of artists, designers and inspiration from the wider world and from a wide range of cultures and historical contexts to influence and help develop their own work